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ABSTRACT

This book offers an alternative conceptual framework for effectively incorporating computer use within the heterogeneous classroom. The framework integrates Vygotskian social-learning theory with Allport's contact theory and the principles of cooperative learning. In Part 1 an essential element is identified for each of these areas. These are, in respective order, communication, integration, and cooperation. The premise is that, in a heterogeneous classroom, integration precedes learning, but each element relies on a prior communicative commitment to talk and work together cooperatively. Part 2 shifts attention to the computer-integrated classroom to examine the extent to which the three elements are incorporated into theory and practice for computer uses in the school. The final chapter of the book, Chapter 6, analyzes the use of computers for remediation purposes and describes some enrichment-oriented trends in computer-integrated instruction in heterogeneous classrooms. Computers appear to be the most powerful technical instrument available to support the vision of education as a collective enterprise for the common good. (Contains 201 references.) (SLD)

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